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STUDENT REPORT

AFJROTC AND BOY SCOUTS OF AMERICA
LEADERSHIP TRAINING--A COMPARATIVE
STUDY

MAJOR ROBERT J. TORMEY

86-2565

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REPORT NUMBER 86-2565

TITLE AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS
(AFJROTC) AND BOY SCOUTS OF AMERICA LEADERSHIP
TRAINING--A COMPARATIVE STUDY

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

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PREFACE

An AFJROTC unit is an organized group of AFJROTC students and instructors at a host secondary school. The instructors are retired Air Force personnel hired to teach Aerospace Education as an integral academics course of study prescribed by the Air Force and conducted by the school. Leadership education in AFJROTC consists of that portion of the curriculum that provides for developing cadet leadership skills and acquaints the students with discipline, responsibility, and citizenship. The Boy Scouts of America provides boys an effective program to build desirable qualities of character, to train in the responsibilities of citizenship, and to develop in them personal fitness. Understanding the concepts of leadership helps a boy accept the leadership role of others and guides him toward the citizenship aim of Scouting. This study reviews the leadership training programs of both AFJROTC and the Boy Scouts of America.



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Major Robert J. Tormey was commissioned in 1973 upon completion of the Airman Education and Commissioning Program and Officers' Training School. He has primarily served in the administration, missile operations, systems acquisition, and space operations career fields. His assignments included command and staff duties in Strategic Air Command, Air Force Systems Command, and Space Command. Major Tormey holds the degrees of Associate of Arts in History from Cerritos College and Bachelor of Arts in Journalism from the University of Oklahoma. Additionally, his professional military education includes Squadron Officer School in residence and by correspondence plus Air Command and Staff College in residence and by on-base seminar.

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EXECUTIVE SUMMARY

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TITLE AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS (AFJROTC)
AND BOY SCOUTS OF AMERICA LEADERSHIP TRAINING--A COMPARATIVE
STUDY

I. Purpose: This report is a comparative study of the leadership training programs of AFJROTC and the Boy Scouts of America. The purpose of this study is to provide lessons learned and recommendations for improving future leadership training programs in AFJROTC.

II. Problem: The study is designed to determine if the Boy Scouts of America leadership training program can provide lessons learned for use in the AFJROTC leadership program.

III. Data: In AFJROTC, the leadership education curriculum is divided into four phases: Leadership Education I, II, III, and IV. The purpose of Leadership Education I is to introduce the student to the fundamental principles of leadership. With an understanding of these basic principles, the student is exposed to management concepts, elements of basic psychology, and communicative skills. The student also completes a course in military drill and ceremonies. Leadership Education II is a combination of academic instruction and drill and ceremonies. This phase provides instruction in communicative skills, mental disciplines, and the nature of organizations. The goal is for the students to know the elements that influence leadership. Leadership Education III provides the cadet a foundation on which to apply the principles of leadership and gain leadership experience in the cadet organization. The

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course provides instruction in communicative skills, human relations, and management. Leadership training for AFJROTC concludes with Leadership Education IV. The purpose is to present ideas about leadership concepts that will result in effective leader ability. The focus is on the leader, the situation, and ethics. Leadership education in the Boy Scout program encourages boys to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Leadership training involves an introduction to five basic styles of leadership and 11 skills of leadership. The practical application of these skills is conducted through Scout participation in his troop, as a member of the Patrol Leaders' Council or Leadership Corps, or in a variety of positions in his patrol. There are also four basic training programs to assist Scouts in developing their leadership skills.

IV. Conclusions: The concept of a Leadership Corps has direct potential for AFJROTC. The organization of the Boy Scout patrol may also have application in AFJROTC to include development of a handbook to assist new cadets transitioning to leadership positions. The AFJROTC leadership program is a detailed academic course in leadership and management principles. The Boy Scout program concentrates on a simple study of 11 skills of leadership and the application of these skills in Scouting activities. In AFJROTC, there does not appear to be a direct transition of classroom training to cadet activities.

V. Recommendations: AFJROTC incorporate the concept of a Leadership Corps in the basic Cadet Corps organization or at a test school for a trial run. Develop an element leader handbook to assist new cadets in the leadership responsibilities of this position. AFJROTC modify AFROTCR 53-1 outlining eight as the recommended level of cadet manning per element and develop associated job responsibilities for each position. AFJROTC consider development of a policy in AFROTCR 53-1 that clearly integrates the classroom instruction in leadership with practical application in administration of the Cadet Corps. Develop a program of 1-day Cadet Leader Orientation Workshops to assist in the integration of leadership training from the classroom to the corps. Finally, AFJROTC accept the critique and recommendations for improving AFJROTC Leadership Education texts.

Chapter One

INTRODUCTION

OVERVIEW

This report is a comparative study of the leadership training programs of the Air Force Junior Reserve Officers' Training Corps (AFJROTC) and the Boy Scouts of America. The purpose of this study is to provide lessons learned and recommendations for improving future leadership training programs in AFJROTC. The report will first review the leadership training approach of AFJROTC and then the leadership training approach of the Boy Scouts of America. The report will conclude with the lessons learned as a result of the comparison and provide recommendations for potential application to improve future leadership training programs in AFJROTC.

BACKGROUND INFORMATION

For those not familiar with AFJROTC:

The AFJROTC mission is to acquaint secondary school students with the aerospace age, develop informed citizens, strengthen character, promote an understanding of the role of the citizen soldier in a democratic society, and motivate students for careers in the US Air Force (19:3).

During the course of their high school training, AFJROTC students should develop:

- a. An appreciation of the basic elements and requirements for national security.
- b. Respect for and an understanding of the need for constituted authority in a democratic society.
- c. Patriotism and an understanding of their personal obligation to contribute toward national security.
- d. Habits of orderliness and precision.

- e. A high degree of personal honor, self-reliance, and leadership.
- f. Broad base knowledge of the aerospace age and fundamental aerospace doctrine.
- g. Basic military skills.
- h. A knowledge of and appreciation for the traditions of the Air Force.
- i. An interest in the Air Force as a career (19:3).

For those not familiar with the Boy Scouts of America:

It is the purpose of the Boy Scouts of America to provide for boys an effective program designed to build desirable qualities of character, to train in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who:

- a. Are physically, mentally, and emotionally fit.
- b. Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
- c. Have personal and stable values firmly based on religious concepts.
- d. Have the desire and the skills to help others.
- e. Understand the principles of the American social, economic, and governmental systems.
- f. Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
- g. Have a keen respect for the basic rights of all people.
- h. Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world (1:144).

RESEARCH OBJECTIVES

Lessons learned and recommendations will be analyzed through the review of two research objectives:

- a. A review of the AFJROTC leadership training program to determine the current AFJROTC leadership training approach.
- b. A review of the Boy Scouts of America leadership training program to determine the current Boy Scout leadership training approach.

A study of the two leadership training approaches will provide lessons learned and recommendations for potential application to improve future leadership training programs in AFJROTC.

ASSUMPTION

The Boy Scouts of America is an established national organization with a recognized program for the positive development of young boys in today's society. The leadership program of the Boy Scouts is assumed to be effective in its approach and it is not the intent of this study to challenge that program but rather to learn what methods it employs for application to AFJROTC.

AFJROTC AND BOY SCOUT LEADERSHIP PROGRAMS

Leadership education in AFJROTC consists of "that portion of the AFJROTC curriculum that provides for developing cadet leadership skills and acquaints the students with discipline, responsibility, and citizenship" (19:2).

Leadership education in the Boy Scout program:

...encourages boys to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership helps a boy accept the leadership role of others and guides him toward the citizenship aim of Scouting (5:108).

With this top-level introduction in mind, the following chapters will examine in detail the leadership programs of these two institutions.

Chapter Two

AFJROTC LEADERSHIP TRAINING PROGRAM

An AFJROTC unit is an organized group of AFJROTC students and instructors at a host secondary school. The instructors are retired Air Force personnel hired to teach Aerospace Education as an integral academic course of study prescribed by the Air Force and conducted by the school (6:1).

"The AFJROTC Aerospace Science and Leadership Education curriculum is based on the integration of five themes: Aviation, National Defense, Careers, Space, and Leadership. These themes are interwoven throughout the 3-4 year high school program" (7:6). This chapter reviews the leadership portion of the program.

AFJROTC CADET CORPS

The Cadet Corps is designed "to provide a vehicle for the application of leadership techniques and for developing an understanding of the military command structure, the need for discipline, and knowledge of military drill and ceremonies" (7:9). The objectives of the cadet organization are to:

1. Encourage a high degree of personal honor, self-reliance and leadership.
2. Promote patriotism.
3. Promote habits of orderliness and precision.
4. Develop respect for constituted authority.
5. Develop the ability to perform basic military skills associated with drill and ceremonies (7:10).

The organization of the Cadet Corps depends on the number of students enrolled in the program. For an enrollment of less than 150 cadets, a squadron with at least two but not more than six flights would be the basic structure of the corps (7:10). "In every cadet organization,...each element will include at least three but not more than 10 cadets" (7:10). A typical squadron would appear like this:

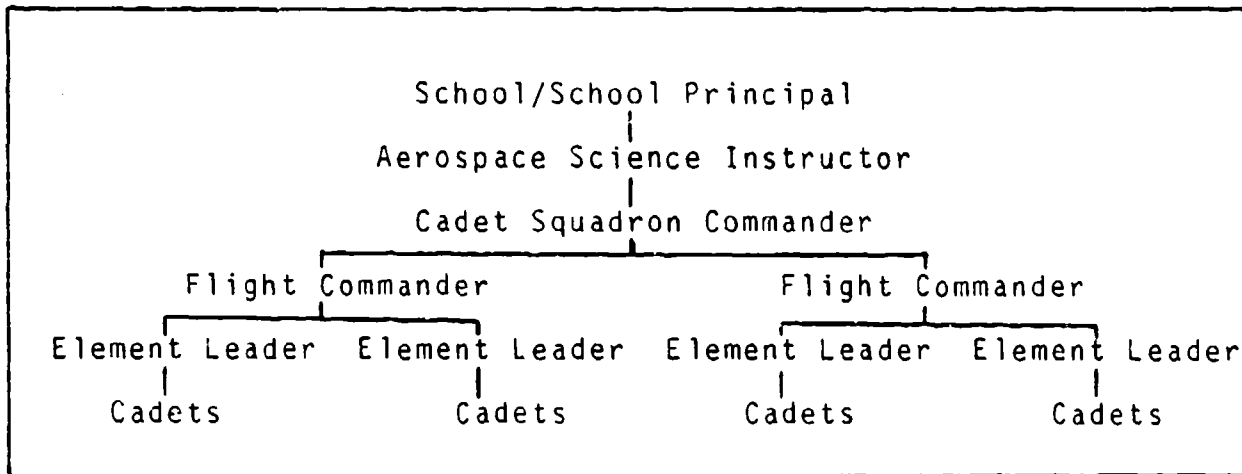


Figure 1. Basic AFJROTC Squadron Organization (7:38)

LEADERSHIP POSITIONS

The Aerospace Science Instructor (ASI), the senior retired Air Force officer who manages the AFJROTC program at the school, selects the Cadet Corps Commander and his staff members (7:12). The cadets selected for staff positions assist the Cadet Squadron Commander in running the corps. Positions are established as near to the Air Force staff positions as possible (7:11). The positions and typical duties include the following:

Operations Officer - Plans and coordinates extracurricular and cocurricular activities with other school organizations. Assists the ASI in scheduling cadets for base visitations and similar activities.

Personnel Officer - Makes assignments to and reassignments between units in the wing. Maintains attendance records for wing staff meetings, group briefings, leadership training, and special functions.

Administration Staff Officer - Authenticates, publishes, distributes, and files all administrative publications of the wing where applicable. Keeps minutes of wing staff meetings. Maintains wing headquarters' files. Assumes the position of adjutant for drills and ceremonies.

Public Affairs Staff Officer - Publishes the wing newspaper, cadet bulletin, or other internal information media. Provides newsworthy items about cadets and activities to school and local newspapers. Maintains the unit scrapbook, history, or other records

reflecting the tradition, accomplishments, and activities of the unit.

Supply Staff Officer - Assists in the issues and turn in of accountable property. Provides guidance to the cadet staff on proper supply discipline.

Comptroller - Assists in establishing financial management procedures. Assists in maintaining cadet funds. Assists other cadet staff in planning, organizing, controlling and coordinating unit fund drives (7:39-40).

LEADERSHIP TRAINING

The leadership education curriculum is divided into four phases: Leadership Education I, II, III, and IV.

Leadership Education I

The purpose of Leadership Education I is to introduce the student to the fundamental principles of leadership (10:iii). Before leadership and management principles are reviewed, the student is introduced to the mission of AFJROTC, the organization of the cadet corps, basic military customs and courtesies, proper wear of the AFJROTC uniform, the importance of good attitude and discipline, plus discussions on image and self-concept.

The course definition of leadership is "the art of influencing people to progress toward the accomplishment of a special goal. The key word in this definition is influencing" (10:42). The art of leadership, however, depends "on the leader, the follower, and the situation" (10:42).

These three elements are discussed to ensure the student has a basic understanding of each. For example, the traits of an effective leader include integrity, sense of responsibility, professional ability, self-confidence, enthusiasm, emotional stability, tact, respect, and courage. The follower should exhibit honesty, confidence, objectivity, and provide information to assist in decision making. And finally, the leadership process cannot be complete without a situation that allows one to lead (10:43-46).

With an understanding of this basic process, the student is exposed to a more detailed management concept. The student is introduced to the basic principles of planning, organizing, and coordinating work and the active process of directing and controlling task completion (10:50).

To complete the first year of training, the student is introduced to elements of basic psychology to include physiological, psychological, and sociological needs. The intent is to demonstrate that "Success as a leader is determined by the ability to develop an understanding of each individual's behavior" (10:64). This basic introduction provides a foundation for a review of traditional leadership styles: autocratic, democratic, and laissez-faire. The application of these styles provides the student with some basic characteristics of group leadership principles (9:67).

The year concludes with an introduction to communicative skills. Some basic reading, writing, speaking, and listening techniques to assist the student in becoming a successful leader (9:77).

Along with the academic subjects described above, the student is also introduced to a year long course in military drill and ceremonies. The purpose is to provide the student with basic knowledge in four areas:

1. Customs and courtesies practiced in the AFJROTC program, such as saluting, who, when, and what to salute, and honors to the flag and to the colors.
2. The importance, purpose, and meaning of terms used in drill.
3. Positions and movements required of each individual in forming squads, flights, and squadrons and the commands used to obtain execution of these positions and movements.
4. The drill of the flight and squadron (8:iii).

The major concentration is instruction in drill or marching in group formation. This training serves as the foundation for AFJROTC leadership education. The student learns that:

One of the simplest and most effective ways to teach leadership in the military service is through individual and unit drill. Drill is a necessary skill in the military profession; and, when done well, it has a unifying effect that promotes discipline, teamwork, and esprit de corps within the unit. For the individual, drill can be a major factor in the development of poise, neatness, precision, confidence, and high morale (8:27).

Leadership Education II

Leadership Education II is also a combination of academic instruction and drill and ceremonies. In the academic area, "Leadership Education II provides instruction in communication skills, mental disciplines, and the nature of organizations" (11:v). The goal is for students "to know the elements that influence leadership and to prepare them to participate in the management of the cadet corps" (11:v). The understanding of these key elements provides the student with the tools necessary to aid development of his/her own leadership abilities.

The communication skill elements include listening, non-verbal communication, and the military briefing. The student is introduced to the most important element of interpersonal communication--listening (14:1). The types of listening, the barriers to listening, listening techniques, note taking, and a formula for listening provide the student with a guide for improving listening skills (14:1). Nonverbal communication, or body language, is also reviewed. The student learns that:

We send messages by facial expressions, tone of voice, gestures, and other physical cues. These cues make up more than half of our communication. For this reason, we should be aware of what we are communicating non-verbally to those around us. We need to know how non-verbal communication affects our ability to interact with others (11:12).

The final element in this block is the military briefing. The student learns the purpose, methods of preparation, and presentation techniques of military briefings (11:23).

The mental discipline elements include creativity, managing time, goal setting, and making decisions. The student is introduced to the creative process, barriers to creativity, and how to stimulate creativity (14:33). Also reviewed is the concept of effective time management. The student learns that "Time is the scarcest resource and unless it is managed nothing else can be managed" (14:42). Yet, the key element in this block of instruction is "the value of goals and how to set and achieve them" (11:57). The student learns:

One of the most important tasks a person can undertake is that of setting goals. Meaningful goals help us to take charge of our lives. They help us avoid random events that waste our energies and use up precious time. The kind of life we will have in the future is closely related to the goals we set today (11:57).

The final element in this block is a review of the decision making process which is "fundamental not only for each

individual but also for any supervisor and manager (14:63). The student learns the critical steps and pitfalls in the decision making process.

Academics for the year conclude with the presentation of organizational elements both informal and formal, and the Air Force as a career. "Understanding organizations is more than just an academic pursuit, it is a primary requisite for good management" (14:75). In the informal organization, the student learns "how peer influence can be useful in the JROTC cadet corps" (11:78). The principles of organization and how they are applied to the JROTC cadet corps serve as the basis for a review of formal organizations (11:89). The year ends with a basic introduction to the Air Force as a career. The benefits of enlisted service, AFROTC scholarships, and the Air Force Academy are all reviewed.

As in the first year of leadership training, the student undertakes a program in drill and ceremonies. The basic program in year one continues during the second year to improve previously acquired skills.

Leadership Education III

The concentration in this third year is in academics and actual management of the cadet corps. The purpose of Leadership Education III is to provide "the cadet a foundation on which to apply the principles of leadership and gain leadership experience in the cadet organization" (12:v). In the academic area, Leadership Education III provides instruction in communicative skills, human relations, and management (12:v).

The communication skill elements include communicating by writing and techniques on how to instruct. "A good leader is a good communicator. Being an effective writer is an important part of being a good communicator" (12:2). The student learns the characteristics of effective writing, how to organize to write, and is provided a checklist to assist in effective writing. This book of instruction concludes with techniques on how to instruct. Since the student has been in the program for two years, he/she now has the opportunity to teach beginning cadets. "Because of the leadership role in which you are now placed, you need to know some of the ways to teach others what you know" (12:13). This is accomplished by introducing the student to three basic instruction methods: lecture, discussion, and demonstration-performance (12:14). The student learns how to prepare for a lecture, conduct a guided discussion, and plan a demonstration.

The human relations elements of instruction include needs, motivation, emotion, and conflict. Introduction to self-

concept, perception, feedback, and counseling complete this phase of academics. "People have separate and distinct needs. By recognizing these needs and how they affect motivation, successful leaders can adjust their actions to best fit their people and the mission" (12:26). To accomplish this, the student learns Maslow's Hierarchy of needs, the characteristics of emotion, and the effects of frustration and conflict on motivation. "By understanding the importance of individual needs, emotions, and how conflict contributes to the person as a whole, we can see how some people can be highly motivated while others have little motivation" (15:35). With this background, the student is introduced to self-concept or self-image theory. The intent is to show the student that there is a "difference between how you see yourself and how others see you. Successful leaders know themselves" (12:37). "Effective leaders use their understanding of self-image, perceptions, and feedback to grow as leaders and to help others grow" (12:44). The final element in this block is counseling. It provides the student with characteristics of an effective counselor, approaches to counseling, and counseling procedures. "Perhaps the hardest job a leader faces is the responsibility to counsel people and help them get through tough situations" (12:47). The techniques offered in this final phase of human relations training assist the student in helping other cadets.

The final academic block of the year focuses on management. Given that the student now has an appreciation for effective communication and how to interact with people, management theory is introduced to increase effectiveness in managing the cadet corps. The traditional functions of management--planning, organizing, coordinating, directing, and controlling--are all discussed (12:57). The year concludes with a review of an enlisted Air Force career. "Since the Air Force could become your way of life it is necessary that you understand some of the ways the Air Force manages people and the benefits that are available to you." (15:94). To accomplish this, the student learns of the composition of the enlisted force, the purpose of the military personnel classification system, types of assignments and military benefits (15:94).

Leadership Education IV

Leadership training for AFJROTC concludes with this final phase of instruction. The purpose of Leadership Education IV is to present "ideas about leadership concepts that, when learned and practiced, will result in effective leader ability" (13:iv). The focus is on the leaders, the situation, ethics, and Air Force programs and opportunities.

The leader block of instruction introduces students to two concepts--the leader and leadership (16:4). The student learns

that "The leader is one of four fundamental factors in leadership. The leader is the cornerstone on which leadership is structured. The other three factors are the follower, organization, and the situation" (16:6). As in Leadership Education I, the student reviews the basic leadership styles: autocratic, democratic, and laissez-faire. The key to leadership, however, is the attempt to instill in the student a desire for him/her to "Dare to Lead" (13:5). "The basic thought for young leaders to remember is that leaders lead and you can't lead if you're afraid to try" (16:8).

The situation, however, can greatly influence the leader's approach. Consequently, the student is acquainted with the different ways leader behavior can be adjusted to meet varying situational needs (13:13). The student learns that "The successful leader adapts his leadership style to suit the situation" (16:10).

In addition to the situation, leadership decisions are based on a number of factors. One of those factors is the ethics of the leader. The student learns the importance of ethics and ethical behavior in achieving unit goals (13:27). "The ability to choose good behavior over bad behavior distinguishes effective leaders from average or poor leaders" (13:29). It is impressed upon the student that a great amount of moral courage and maturity is often required of the leader in the decision making process (13:29).

The year comes to a close with a review of Air Force programs and opportunities. The student reviews specific Air Force enlistment and commissioning programs available to young men and women (16:24).

SUMMARY

The following is a graphic summary of the four year AFJROTC leadership education curriculum:

I	Introduction to AFJROTC	Leadership & Management Concepts	Leadership Styles & Characteristics	Communication Skills
	Military Drill and Ceremonies			
II	Communication Skills	Mental Disciplines	Nature of Organizations	Air Force Career
	Military Drill and Ceremonies			
III	Communication Skills	Human Relations	Management	Air Force Career
IV	The Leader	The Situation	Ethics	Air Force Programs

Figure 2. AFJROTC Leadership Curriculum Model (7:28-31)

This concludes a review of the four year AFJROTC leadership training approach. The next chapter presents the leadership program for the Boy Scouts of America.

Chapter Three

BOY SCOUTS OF AMERICA LEADERSHIP TRAINING PROGRAM

Founded by British Army officer Robert S. S. Baden-Powell, the first Boy Scout camp was not greatly different from Boy Scout camps of today. The key to the early success of scouting was the patrol method developed by Baden-Powell. Every Boy Scout activity strives toward the three aims of Scouting: (1) building character, (2) fostering citizenship, and (3) developing mental, moral, and physical fitness (5:99). This chapter examines the basic Boy Scout program with special emphasis on the leadership program.

ORGANIZATION

The basic unit in the Boy Scouts of America is the troop. The troop is owned and operated by a chartered organization which may be a school, civic organization, or church. Members of the chartered organization serve on a troop committee to assist the troop in equipment acquisition, financing, providing adult leadership and supporting the outdoor program (5:47). The troop is composed of patrols (6-8 boys in each) and is run by the Scoutmaster. The boys, however, make the rules and plan the program with Scoutmaster guidance (5:16). Specifically, the senior boy patrol leader directs the efforts of the other patrol leaders, chairs the patrol leaders' council, heads the troop's leadership corps, and leads the troop in its activities (5:49). The key to his success is the patrols and patrol leaders in his troop. A typical organization would appear like this:

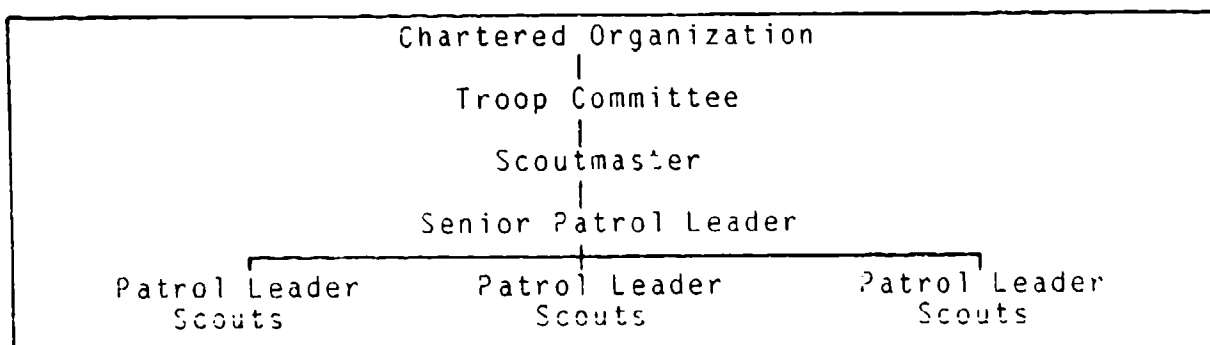


Figure 3. Basic Boy Scout Organization (5:49)

PATROL METHOD

The Patrol System is the one essential feature in which Scout training differs from that of all other organizations, and where the System is properly applied, it is absolutely bound to bring success. It cannot help itself! The formation of the boys into Patrols of from six to eight and training them as separate units each under its own responsible leader is the key to a good Troop. The patrol is the unit of Scouting always, whether for work or play, for discipline or for duty (5:105).

There are three principles involved in guiding and maintaining the patrols:

Every patrol must be given continuing, maximum responsibility. This will include planning all troop functions and carrying them out...Patrols must compete...Competition, like responsibility must be almost continuous; the patrols must be forever vying with one another...Patrols must be active...The patrol that does nothing is nothing (5:69).

A patrol is led by one of the boys elected by the membership of his patrol. Patrol leadership is described as "Scouting's toughest job" (4:7). This is where a leader has direct contact with boys and has the greatest opportunity to influence the boys in his patrol. "If there were no patrol leaders, there would be no Scouting. Right from the beginning, troops were led by patrol leaders with the guidance of Scoutmasters" (4:7). The patrol leader assigns jobs in the patrol as needed. Every boy has a job. There are seven traditional assignments: Assistant patrol leader, a Scribe to keep records, a Quartermaster to maintain equipment, a Treasurer to keep money records, a Hikemaster to plan hikes, a Grubmaster to prepare menus, and a Cheermaster to lead patrol songs (4:17-18). "The troop is the sum of its patrols. A chain is as strong as its weakest link. A troop is as good as its weakest patrol" (4:35). The patrol leader also represents the patrol at the patrol leaders' council.

PATROL LEADERS' COUNCIL

"The purposes of the patrol leaders' council are to plan and run the troop's activities and to train the patrol leaders" (5:54). The senior patrol leader is chairman of the council where every patrol leader has a voice in running the troop through democratic representation. In short, the boys are charged with the responsibility of deciding troop activities,

planning them, and carrying them out through the individual patrols (5:55). The Scoutmaster, as advisor to the council, works from this base: "never do anything for a boy that the boy can do for himself" (5:18). In addition to the boy leaders on the council, there are a number of appointed positions to assist the council in running the troop.

APPOINTED BOY SCOUT LEADERS

There are eight boy leader positions filled by the senior patrol leader with the advice and consent of the Scoutmaster. The positions and typical duties are:

Assistant Senior Patrol Leader - Trains and guides patrol leaders. Takes over troop leadership in absence of senior patrol leader. Helps with leading activities.

Den Chief - for the troop: the den chief is the recruiting officer, bringing Cub Scouts into the troop, and promotes joint activities.

Quartermaster - Keeps records of patrol and troop equipment. Keeps equipment in good repair.

Scribe - Keeps a log of patrol leaders' council decisions. Records advancement in troop records.

Troop Historian - Gathers pictures and facts about past activities of the troop and keeps these in permanent forms such as scrapbook, wall displays, or information files.

Librarian - Keeps records on literature owned by the troop. Keeps system to check literature in and out.

Instructor - A troop may have one or more instructors according to its needs. They instruct in advancement skills according to their abilities.

Chaplain Aide - Assists chaplain in planning and carrying out religious services at troop activities (5:52-53).

LEADERSHIP

Leadership in the Boy Scouts is more than holding a title. "Being a leader is getting a group to do something" (5:112). In Scouting, every leader has two functions: "first, to get the

job done, and second, to keep his group together" (5:113). This is accomplished through five basic styles of leadership:

Telling. The leader checks the alternatives. He may or may not think about the group's feelings. He selects what he thinks is the best thing to do and tells the others.

Persuading. The leader decides what to do. He sells the group on his choice by pointing out how the group will benefit.

Consulting. The leader gives group members a chance to take part. He presents the problem and may give his own ideas how to solve them. He asks for their ideas. Then he picks the one he thinks is best.

Delegating. The leader states the problem and the rules within which it is to be solved. He then turns the problem over to the group. He accepts and supports the group's solution, as long as it falls within the rules.

Joining. The leader agrees in advance that he will abide by the group's decision. He takes part in the discussion as any other group member, but he never gives up his role as leader (5:113-114).

Besides employing a leadership style, what makes a boy a good leader? "In Scouting, we count 11 competencies or skills of leadership. If you know how to use these competencies, you will be a good leader" (3:37). They are:

1. Communications. How to get and give information so that everyone understands.
2. Knowing and Using the Resources of the Group. How to use the skills and knowledge of each member of the group.
3. Setting the Example. How to lead by your example and how your attitudes and actions affect the group.
4. Representing the Group. How to speak for your group when in other groups.
5. Evaluation. How to find out how you're doing as a leader and how to decide whether the group is making progress.
6. Planning. How to lead the group in making plans for action.

7. Controlling the Group. How to keep the group working together to get the job done.
8. Sharing Leadership. How to share decision-making with other members of the group.
9. Managing Learning. How to help another person learn more effectively.
10. Counseling. How to help another person solve a problem by listening while he works it out in his own mind.
11. Understanding the Needs and Characteristics of the Group. How to find out what the members of the group are like and what they need for growth and want for an interesting program (3:37-38).

LEADERSHIP CORPS

The troop leadership corps is an optional program in Scouting. It offers older boys a chance to learn and practice leadership and to have group activities of their own. The corps usually consists of six to eight young men. The boys are experienced scouts, 14-15 years old, who have demonstrated leadership potential by active participation in patrol and troop programs. No longer members of a particular patrol, these boys are provided sufficient exposure to leadership responsibilities so that they can progress as a leader. Specifically, the leadership corps provides the troop with skill instructors, temporary patrol leaders, advisors to new patrol leaders, and a service corps for outdoor activities. This group is essentially a pool of the select senior leadership in the troop (5:63-65).

LEADERSHIP TRAINING

The Boy Scouts have four basic training programs to assist boy leaders. They are: Introduction to Leadership, Junior Leader Orientation Workshop, Troop Operation Workshop, and a Junior Leader Training Conference (1:44). It should be noted, however, that ongoing training occurs in the patrol leaders' council and leadership corps both described above.

An introduction to leadership is conducted "as soon as a Scout gets a new leadership job" in the troop (5:246). It is designed to acquaint the new leader with the duties of his position, the aims of Scouting, problem solving, organizational structure, and how to plan and conduct his own meetings (5:249).

The Junior Leader Orientation Workshop is a 1-day activity. An important element of this training is that it is conducted by key boy leaders of participating troops. The workshop explores some of the functions of leadership which junior leaders will learn and put into practice. Those with similar troop jobs (Quartermaster, Scribe, etc.) meet separately to discuss job responsibilities and ways to carry them out (5:250).

The Troop Orientation Workshop consists of seven 40-minute sessions designed to guide the Scoutmaster "through the training of your own patrol leaders and other selected junior leaders" (5:250). The goal of the workshop is for the Scoutmaster and junior leaders to know more about each other. A trust level is fostered that allows each to use the patrol method and make it work in the troop (1:44).

The Junior Leader Training Conference is the most extensive leadership training activity and is discussed in detail below.

Junior Leader Training Conference

The Junior Leader Training Conference is a 7-day activity "to prepare boy leaders for more effective patrol and troop leadership" (2:1). The conference is designed for senior patrol leaders, assistant senior patrol leaders, members of the leadership corps, patrol leaders, and Scouts who may assume one of these positions in the near future. The four objectives of the conference are:

1. To give the Scout an understanding of the 11 skills of leadership and how to apply them in his patrol or troop responsibility.
2. To give the Scout experience in a variety of Scoutcraft skills to enable him to assist his patrol and troop members as they participate in programs leading to Boy Scout advancement.
3. To help the home troop and Scoutmaster to provide a quality program through trained troop leaders.
4. To give the Scout an opportunity to share experiences with other troop leaders, thus enriching his patrol or troop program (2:1).

The goal is to "keep it simple, make it fun" (2:3). What follows is a synopsis of the techniques and approaches used during the conference to train the Scouts in leadership skills.

The Leaderless Experience: The Scouts are directed to complete a task with minimum instructions. The purpose is to give the boys an experience in operating without leadership to see what happens. Without anyone to give directions or organize work, the boys have some difficulty (2:30).

The leaderless experience is designed to show what accomplishments can be made when "someone gets us organized--acts as a leader. The leader applies the resources at hand to the job to be done" (2:32). Before the task is directed again, the Scoutmaster conducts an election to select a patrol leader and assistant. It should be noted that this leadership position will be changed every day to expose as many boys as possible to leadership responsibilities. With a new task in hand, the new patrol leader's responsibility is to see that it is properly completed (2:32).

The Rumor Mill: This is a demonstration in communications where an individual will whisper a rumor to the next Scout, who will whisper it to the next, and so on until the boy at the end has the message. A simple task but one that clearly demonstrates the importance of "the four elements of communication: receiving, retrieving, giving, and interpreting" (2:35). These elements are reviewed in detail to show that "skill in communication is one of the most important elements of leadership--not only what you communicate but how" (2:39). To review communication in action, the Scout leaders conduct a patrol leaders' council meeting for all to observe.

Group Needs and Characteristics: Each Scout is tasked to answer the following questions in writing: "Who Am I?", "What Are My Needs?", "Who Are You?", and "What Are Your Needs?" (2:47-48). By reviewing the answers to these questions, the Scouts learn that knowing the needs and characteristics of the members of a group helps to build the unity of the group. Also, understanding needs and characteristics of people can be used by the leader as a basis for planning and managing the group (2:47).

Representing the Group: The troop is split in two groups. The senior patrol leader and individual patrol leaders in one group, with remaining Scouts in the second group. The task to the leaders is to select those activities they think the patrols would like to do at an upcoming field day. The patrol members are tasked to select field day activities they personally would like to do. When the two groups reconvene, they compare notes and agree on a new list of activities. The lesson here is to demonstrate that an "elected leader representing his patrol is a representative democracy--the US Congress operates the same way" (2:52). The boys learn that representing the group is one of the techniques of helping the patrol get the job done (2:50).

Effective Teaching: Leadership positions are involved in teaching things to members of the patrol or troop. The process of effective teaching is identified to the Scouts as the best way to accomplish this task (2:58).

Effective teaching is more than a speech or demonstration. It is instruction from the point of view of the learner. The key is to create a situation that involves the group in action, doing something, being involved in the training situation. The Scouts learn there are five parts to this process: learning objectives, discovery, teaching-learning, application, and evaluation (2:59).

Learning objectives are simply, "What the person should be able to do as a result of the learning" (2:60). Given an objective, the individual discovers what he knows or needs to know. Teaching-learning is the most important part of effective teaching. The objective is broken down into simple steps so the learner can confirm what he knows, needs to know, and wants to know. The three basic ways that he learns are through hearing, seeing, and doing. The application phase is simply using what you've learned in a practical way. The final step in the process is evaluation or answering the question, "Do I understand?" (2:60-63).

Evaluating: The Scout learns the skill of evaluating as a major way to develop group capability while maintaining group unity. Evaluating how a job was done and how a group performed the job provides the leader with an insight into the capabilities of his group and what actions he may have to take to complete future tasks (2:68).

Counseling: Two Scouts are called upon for a demonstration in counseling. One acts as the member with a personal problem, the other is asked to provide counseling. In this session, the Scouts learn the six principles of counseling: listen to the problem, understand the problem, do not give advice, summarize the situation, add facts if needed to help resolve the problem, finally, check alternatives and let the individual decide the solution for himself. The Scouts learn that leaders are often called upon to provide counseling (2:189).

Shared Leadership: Leadership style and how much leadership is shared is the major topic of this session. The Scouts review the five styles of leadership: telling, persuading, consulting, delegating, and joining. The Scout learns that each style has its advantages depending on the situation. If a leader's goal is to get a job done as fast as possible, he may not share leadership. If his goal is to get the group to help and want to do more, he may share leadership completely. An important point emphasized in the application of one of these

styles is the difference between responsibility and authority. Responsibility cannot be shared by a leader. Whatever style used, the leader is still responsible. Yet, authority can be shared to see that a task is successfully completed. Following this session, the Scouts elect new patrol leaders for the remainder of the conference (2:76-80).

Planning: During the conference, the Scouts are asked to plan and carry out a number of activities. However, they have not been told how to do the planning. This session concentrates on the seven steps in planning: consider the task, resources, alternatives, reach a decision, write down the plan, put the plan into effect, and evaluate the results. Following a review of each step, the Scouts are tasked to plan an activity for the next day (2:192).

Controlling: The objective for this session is to explain how control is a function of leadership and how a troop leader exerts his influence. The Scouts learn that controlling is a function that the group assigns to the leader in order to get the job done (2:98). The Boy Scout definition of leadership is "the art of exerting influence on a group to enable the group to do its job, while preserving the group's integrity and morale" (2:99). The Scouts learn that the most effective way of controlling a group is the personal example of the leader (2:100).

Setting the Example: In the final session of the conference, the Scouts learn that setting the example is "the most important of the 11 skills of leadership" (2:108). Good example by the leader shows the group how things ought to be done and how group members should behave. Scouts learn they can set good example by: following instructions, trying hard, showing initiative, acting mature, knowing your job, and having a positive attitude (2:109). A leader may know resources and communicate, be an effective teacher, evaluate, and do all those important things; but, if he doesn't look and act like a leader, his people will not follow him with confidence (2:110).

This concludes a review of the leadership training program of the Boy Scouts of America. The next chapter discusses the lessons learned and provides recommendations for potential application to improving future training in AFJROTC.

Chapter Four

LESSONS LEARNED AND RECOMMENDATIONS

Based on a review of the leadership training programs of both AFJROTC and the Boy Scouts of America a number of lessons learned, conclusions, and recommendations have been developed. They are divided into three major areas: organization, leadership training, and AFJROTC Leadership Education texts. This chapter contains the results of the comparative study.

ORGANIZATION

The organizational structure of these two groups are similar in many respects, but differ in three areas.

First, an examination of the similarities. Both groups have similar organization roots. AFJROTC is conducted by secondary schools while the Boy Scouts operate under the auspices of a school, church, or civic organization. Both groups provide adult leadership and guidance to the boys. In AFJROTC, the Aerospace Science Instructor (ASI) is the key adult supervisor. In the Boy Scouts, the Scoutmaster fills a comparable role; however, "a Scoutmaster is more like a coach than a field commander" (5:18). Both groups also have one boy leader who is in charge of his respective organization. In AFJROTC, it is the Cadet Corps Commander. In Scouting, the Senior Patrol Leader is the focal point for running the troop. Even staff positions that support each organization have clear similarities: the personnel officer and scribe, the administration officer and librarian, and the public affairs staff officer and troop historian.

However, differences exist in three areas. The composition of work units, the procedure to fill leadership positions, and the Boy Scout Leadership Corps. In AFJROTC, the smallest organizational unit that gets the work done is the element. The element is run by the element leader and is made up of "at least three but not more than 10 cadets" (7:10). The comparable unit in Scouting is the patrol headed by a patrol leader. The normal group size, however, is normally six to eight boys. In Scouting, the right number in a patrol is eight (4:15).

It takes eight Scouts to handle the details involved in running a patrol in the most efficient manner... projects are easily carried through... It takes a full patrol of eight to present a real challenge to an older, more experienced Scout to make him eager to go on giving his very best as a patrol leader (4:15).

Within these work units, there is a decided difference in the procedure to fill leadership positions and the job responsibilities of its members. In AFJROTC, you are selected. In Scouting, you are elected. "The ASI selects the Cadet Corps Commander, subordinate commanders and the staff members as required by the specific organizational structure of the unit" (7:12). "The patrol leader is elected from the membership of the patrol by its members. He must meet the requirements set by the troop leadership with regard to age, rank, tenure in the troop, performance, or whatever requirements that are established by the patrol leaders' council" (5:51). There is adult supervision in the Scouting process, but the boys run the show. They set the basic requirements the leader must meet then proceed to elect one of their own to the leadership position. This philosophy of involvement on the part of the boy leadership is discussed in more detail in the next section.

Within the AFJROTC element of three to 10 cadets, there are only two basic job responsibilities: element leader and assistant element leader (7:15). In the Scout patrol, however, everyone has a job (4:17). Plus, the patrol leader assigns Scouts in his patrol special responsibilities for single events. Also, the Boy Scouts provide the patrol leader with a handbook outlining his job responsibilities and techniques for leading his patrol.

The most significant organizational difference between these two groups is the Boy Scout Leadership Corps. There is no comparable group in AFJROTC. As discussed in Chapter Three, the Leadership Corps is essentially a pool of the senior leadership in the troop composed of older, experienced Scouts who provide the troop with skill instructors, temporary patrol leaders, advisors to new patrol leaders, and a service corps for outdoor activities (5:64).

CONCLUSIONS

Based on a review of the organizational composition of these two programs, there are basic similarities in each group. The following figure summarizes the equivalent relationships:

	<u>AFJROTC</u>	<u>Boy Scouts</u>
Organization:	Secondary School	Chartered Organization
Advisors:	School Principal	Troop Committee
Key Adult:	Aerospace Science Instructor	Scoutmaster
Key Boy Leader:	Cadet Corps Commander	Senior Patrol Leader
Leadership Positions:	Corps Staff	Patrol Leaders' Council
	Flight Commander	No comparable position
	Element Leader	Patrol Leader
	No comparable group	Leadership Corps

Figure 4. AFJROTC and Boy Scout Organizational Comparison

The organization of the Boy Scout patrol may have application in AFJROTC. It is doubtful the Scout method of electing their boy leadership would be practical in the non-democratic environment of a military organization, yet the Scout procedure for providing each boy a job does have some merit. Boys have a chance, even at the lowest levels of the group, for accepting responsibility and contributing to the patrol. With only two designated leadership positions at the AFJROTC element level, the cadets may lack a similar opportunity. Also, a handbook, like that provided the patrol leader, could be developed to assist the element leader in carrying out his responsibilities. This could be a generic guide containing the organizational structure of a typical AFJROTC corps, the basic principles of leadership, problem solving techniques, etc.

The Boy Scouts have determined that eight is the optimum number of boys needed to make a successful patrol (4:15). A minor modification to AFROTCR 53-1 could incorporate this concept in structuring AFJROTC elements. For example, the regulation currently says "each element will include at least three but not more than 10 cadets" (7:10). Without changing the intent of the regulation, a change could authorize at least

three, not more than 10, with a recommended level of eight cadets per element.

Finally, the concept of a Leadership Corps has direct potential for AFJROTC. Experienced cadets who have held leadership positions in the corps could be pooled as a staff agency to the Corps Commander to provide an additional leadership resource. Cadets in this group could be expected to aid in teaching drill and ceremonies, advising new flight commanders or element leaders on their responsibilities, assisting in special activities or corps projects, or even conducting some of the academic leadership labs.

RECOMMENDATIONS

AFJROTC incorporate the concept of a Leadership Corps in the basic Cadet Corps organization or at a test school for a trial run. AFJROTC develop an element leader handbook to assist new cadets in the leadership responsibilities of this position. AFJROTC modify AFROTCR 53-1 outlining eight as the recommended level of cadet manning per element and develop associated job responsibilities for each position.

LEADERSHIP TRAINING

The leadership training programs of AFJROTC and the Boy Scouts differ in both content and training approach.

The four-year leadership program of AFJROTC covers a detailed curriculum of leadership and management concepts, leadership styles and characteristics, communication skills, mental disciplines, the nature of organizations, human relations, ethics, and drill and ceremonies. This training is documented in course texts: Leadership Education I, II, III, and IV. In a review of this course material, it was not clear how the cadet corps is utilized or integrated with the leadership training to provide a clear and practical application of the classroom instruction. For example, in Leadership Education I, the cadet corps is briefly discussed in the context of organization and management. "Policies and procedures for operation of the cadet corps are set by your instructors and appropriate Air Force regulations and manuals. These policies and procedures are then passed down to the cadet commanders. The cadet commanders then manage the cadet corps" (10:3).

The Boy Scout program, on the other hand, clearly integrates leadership and troop organization. The leadership curriculum is simple. "In Scouting, we count 11 competencies or skills of leadership. If you know these competencies, you will

be a good leader" (3:37). The training, especially in the Junior Leader Training Conference discussed in Chapter Three, concentrates on these 11 skills with an explanation in academic terms and a demonstration in practical application. Organization in the troop is discussed in terms of leadership. For example, the Patrol Leaders' Council (which is equivalent to AFJROTC's ASI, Corps Commander, and subordinate commanders) is clearly identified as those responsible "to plan and run the troops' activities" (5:54). Also, a Leadership Corps clearly identifies those who have reached a position of leadership and now share their skills and know-how with lesser experienced members.

More importantly, there is a philosophy in Scouting, not readily apparent in the AFJROTC program, that addresses leadership training:

Leadership is action. It is doing rather than holding a title. Troop and patrol activities allow boys to lead no matter what their positions in the troop structure. The Scoutmaster watches to see that every boy has opportunities to practice leadership successfully (5:108).

This philosophy allows the otherwise overwhelming tasks of planning, teaching, directing, supervising, and controlling to be accomplished by the Scouts themselves.

The series of Boy Scout leadership training forums provide another avenue to assist Scouts in developing their leadership potential. The Junior Leader Training Conference may be comparable to AFJROTC summer leadership programs. Yet, the addition of a 1-day Junior Leader Orientation Workshop type activity to AFJROTC may have some benefits. A Cadet Leader Orientation Workshop, conducted by the cadet leaders, could be developed to explore some of the functions of leadership which new cadets will learn and put into practice either in drill and ceremonies or classroom leadership labs. The point is the cadets are drawn into the planning, organizing, and execution of the activity. Part of the session could include a review of the leadership styles and management concepts that were actually employed by the cadets to complete a successful workshop.

CONCLUSIONS

Academics, detail, training versus action, simplicity, and doing characterize the difference between the leadership training programs of AFJROTC and the Boy Scouts of America.

The AFJROTC leadership program is a detailed academic course in leadership and management principles. On the other hand, the Boy Scout program concentrates on a simple study of 11 principles of leadership and the application of those principles in Scouting activities. Additionally, in the leadership education texts for AFJROTC, there does not appear to be a direct transition of classroom training to cadet activities.

RECOMMENDATIONS

AFJROTC consider development of a policy in AFROTCD 53-1 that clearly integrates the classroom instruction in leadership with practical application in administration of the cadet corps. Develop a program of 1-day Cadet Leader Orientation Workshops to assist in the integration of leadership training from the classroom to the corps.

AFJROTC LEADERSHIP EDUCATION TEXTS

During the course of this study, a detailed review of AFJROTC Leadership Education Texts I, II, III, and IV was conducted. The following critique and recommendations are offered for consideration in course improvement.

General Comment. During the preparation of this study, the Air Force published Air Force Pamphlet 35-49, "Air Force Leadership". The pamphlet provides a basic guide for the new and aspiring Air Force leader (18:1). It reviews the Air Force concept of leadership and some basic traits and principles. The current AFJROTC leadership education texts should be reviewed to ensure they are compatible with this new guidance.

Education Text I, Chapter Four. Consider including in the "Attitude and Discipline" chapter an introduction to the Air Force policy regarding alcohol and drugs. We may have an opportunity here to serve as a positive influence on an impressionable age group. Why not expose the cadets to the standards expected of military professionals?

Education Text I, Chapter Six. The discussion on management is very brief and may not provide the student with adequate background to fulfill the learning objective (10:41).

Instructor Guidance I, Chapter Eight. Recommend the following be considered as a project option: Viewing of the television tape "What You Are Is..." by Dr Morris E. Massey. The program, currently in use in the Air Command and Staff College leadership curriculum, reviews one theory of how individual values affect leadership interactions. In the tape,

Dr Massey explains how values develop among individuals in ten-year age brackets. This has potential application to the cadets in AFJROTC (17:50-51).

Education Text I, Chapter Nine. The individual leadership characteristics outlined in this chapter on "Group Leadership" would provide stronger support if included in Chapter Six on the "Introduction to Leadership...Concepts" (10:70).

General Comment Instructor Guidance II, III, and IV. Unlike the Instructor Guidance for Leadership Education I, these guides do not include the answers to the student review questions. This information, if not available elsewhere, should be developed.

Instructor Guide III, Chapter One. Consider including an introduction to the different types of written communications used in the Air Force. Air Force Pamphlet 13-2, Tongue and Quill: Communicating to Manage in Tomorrow's Air Force would be an excellent instructional aid for this chapter.

Instructor Guide III, Chapter Two. The projects recommended for this session appear to be limited. Consider including a lecture or discussion topic of current events. Task a cadet to conduct a session.

Education Text III, Chapter Six. This chapter appears to be a repeat of the material presented in Education Text I, Chapter Seven. Consider combining the two chapters for a more effective lesson.

This concludes a review of the leadership training programs of AFJROTC and the Boy Scouts of America.

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